



BEHAVIOUR FOR LEARNING POLICY



Guide



Inspire



Shine



Mission Statement

At St Bede's we believe that all things are possible. Our students are guided and encouraged to fulfil their God-given potential and are inspired to become the best versions of themselves; the people that God created them to be.

Together, we will learn to understand and live moral lives, based on the gospel values of; **hope, love, forgiveness** and **compassion**. We believe that every person is made and loved by God, with the potential to grow into the likeness of Christ.

Being part of the St Bede's community will be a journey of faith, discovery and learning where all students are provided with the opportunities to shine.

1. The Principles

St Bede's believes that positive behaviour in all aspects of school life is necessary to enable effective teaching and learning to take place (See Appendix A). It therefore seeks to create a caring and productive environment based on the Gospel values of hope, love, forgiveness and compassion in the school by:

- creating a sense of effective order and self-discipline characterised by fairness and justice;
- promoting self-esteem, a shared regard for authority, and positive relationships based on mutual respect;
- ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours;
- providing a safe environment for all - free from disruption, violence, bullying, and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach in the implementation of the school's policy and procedures
- recognising that reconciliation plays a fundamental part of the management of the behaviour of young people.

These principles are underpinned by the St. Bede's Way (school standards and expectations)(See Appendix B) pupil agreement, which is shared with students and families via the home-school communication system (Class Charts).The St. Bede's Way is reinforced to students in various formats throughout the school year - such as classroom expectations, via the student Prep Bulletin and during assemblies.

This policy also relates to:

- all activities organised by the school for students both during and beyond the school day including all extra-curricular activities and educational visits;
- work experience, school placements and extended work experience placements;
- the period when students are in school uniform and making their way to and from school;
- the rights of students and staff to use social media appropriately without fear of embarrassment or bullying;



- the right of school staff not to be subjected to abuse and/or harassment at any time in their professional or private lives.

2. The roles and responsibilities of all members of the school community

The Governing Body will establish, in consultation with the Headteacher, staff and families, this policy for the promotion of effective behaviour and keep it under review. It will ensure that:

- it is communicated to students and their families;
- the expectations are clear;
- it is non-discriminatory.

The Headteacher is responsible for:

- promoting effective behaviour and discipline in line with this policy;
- producing and embedding this written statement, and any accompanying documents, which will include the making and enforcing of rules to:
 - promote self-discipline and shared regard for authority;
 - encourage effective behaviour and respect for others;
 - address instances of bullying and promote kindness;
 - ensure that standards of behaviour among students are consistent
 - regulate students' conduct;
 - ensure that consequences are in proportion to offences and enable students to reconcile and amend behaviour;

3. Rewards and Consequences

A positive attitude and an 'encouragement' approach are recognised as being more effective in managing students' behaviour than merely sanctioning students.

The school uses the following rewards so that students see the value of positive behaviour and therefore learn from their experience:

- Verbal praise: Every opportunity should be given to congratulate students on their effort/behaviour.
- Bedes Points System: Administered via Class Charts
- Bonus Bedes Point for continued standards in line with the St. Bede's Way
- Positive phone calls home
- Praise postcards
- Reward events such as the end of term celebration, trips and extra-curricular opportunities
- 'Be Like Bede' (student of the week) in all subject areas (praise postcard, Bede points, recognition on display boards and school social media)
- Half Termly challenge weeks
- Reward breakfasts
- Assemblies: These are used to praise students, recognise positive attitude to learning and to celebrate achievement. Each year group has a Reward Assembly at the end of term.
- Recognition certificates are awarded for Attendance, Prep, Curriculum, Year Team & Senior Leadership Team



- Work Displays: Every opportunity is taken to display and model work, both within the classrooms, during lessons, via the school social media and on display boards around the school
- Voucher Draw
- Fast track lunch pass
- Curriculum & Achievement blazer badges
- Achievement Evenings for KS3 & KS4: *Be Recognised Awards*
- Leavers' Celebration of achievement
- Student Leadership roles (e.g. Prep Captains, Guardians, Prefects & Student Council)
- Year 11 Leavers' Prom: This will be arranged on an annual basis to celebrate Year 11 coming to the end of their time at St. Bede's. Invitations will be issued to those students who have maintained St. Bede's expectations in terms of attendance, punctuality, conduct, Bede points and suspensions. Should extenuating circumstances be appropriate, the final decision regarding whether a student is invited to attend Prom will be made by the Headteacher.

There will be occasions where the school may use one or more of the following consequences and will incur a loss of Bede reward points in response to negative behaviour. These include:

- Use of the Be Ready to Learn staged system (Appendix C)
- Incomplete / sub-standard work completed during catch up sessions (either at home, during social time or after school)
- Restorative conversations with staff during social time or after school
- Escalation to Curriculum Leadership or Year Group Team
- Escalation to Senior Leadership Team
- Escalation to Headteacher
- Contact with parents / carers (via phone calls, text messages, Class Charts, letters & meetings)
- Staged behaviour report
- Contracts (attendance and punctuality)
- Involvement/invitation in trips or extra-curricular opportunities (Appendix D)
- Reflection Room
- Internal Suspension Room
- External Suspension / Permanent Exclusion

4. Students' conduct beyond the school gates

Teachers have a statutory power to discipline students for inappropriate conduct outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The school may discipline and work alongside external agencies (such as the Police) to address inappropriate conduct when:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing the school uniform;



- students are in some other way identifiable as a student at the school.
- Students display inappropriate conduct at any time, whether the conditions above apply, that could have repercussions the school;
- a student poses a threat to another student or member of the public;
- a student's conduct could adversely affect the reputation of the school.

The behaviour of student outside school can be considered as grounds for suspension/exclusion. This will be a matter of judgement for the Headteacher.

A student who is educated off-site and is dual registered (e.g. on an alternative provision placement or the trial phase of a 'managed move') who commits a disciplinary offence in that setting, can be sanctioned by the home school. This is particularly true if it results in the student having to return to St Bede's following termination of their dual registration by the host school for a disciplinary reason.

5. Peer on peer abuse, sexual violence and sexual harassment between young people

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)



All staff will understand what sexual violence and harassment constitutes in line with the comprehensive guidance provided in Part 1 of Keeping Children Safe in Education 2021. All staff should be aware that young people can abuse other young people (peer on peer/child on child abuse) and that it can happen both inside and outside of school or college and online.

It is important that all staff recognise the indicators and signs of peer on peer /child on child abuse and know how to identify it and respond to reports.

All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important that if staff have any concerns regarding peer on peer /child on child abuse they should speak to their Designated Safeguarding Team.

This means that all staff will take a ‘zero-tolerance’ approach to any inappropriate behaviour including ‘banter’ and will seek to prevent, challenge and act so that all young people understand that any concerns regarding their welfare and safety will be taken seriously. In cases where the police are involved school will liaise with the police and discuss appropriate action. This will encourage and promote a culture of appropriate behaviour and a safe educational environment for all young people.

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In addition, welfare and safeguarding staff should be familiar with the DfE departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges which contains further detailed information and the Pan-Lancashire procedures on Peer Abuse: http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.html

DfE: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

6. Prohibited items, search and confiscation

6.1 The school has a statutory power to search students or their possessions, with or without consent, where they have reasonable grounds for suspecting that the student may have a prohibited or banned item or for their own safety.

6.2 Prohibited items which may be searched for:

- knives or weapons, alcohol, illegal drugs and ‘over the counter’ medicines, stolen items, fireworks, tobacco and cigarettes, e-cigarettes, lighters, drug, alcohol or tobacco related paraphernalia and derogatory and/or pornographic images.

6.3 Mobiles phones may be confiscated in line with the schools’ mobile phone policy

6.4 Items prohibited in line with the school’s uniform policy may be confiscated.



7. External Suspension

A decision to suspend a student for a fixed period will be taken on a balance of probabilities, in response to breaches of the school's behaviour for learning policy; where these are not serious enough to warrant permanent exclusion and lesser internal suspensions and sanctions (refer to Appendix E) would be considered inappropriate or have been exhausted. Where it is evident that suspensions are not being effective in deterring negative behaviour, for example if they are being repeatedly issued to a student in response to repeated behaviour, the Headteacher will consider alternative strategies.

Behaviour resulting in an external suspension will lead to:

- Parental contact
- Confirmation in writing
- Loss of Bede reward points and opportunity to access reward events and extra-curricular experiences (Appendix D)
- Should a Year 11 student be issued with an external suspension, this would result in removal of invitation to the school leavers' Prom. However, students may wish to write a letter to the Headteacher requesting permission to attend this event. The Headteacher will consider requests on an individual basis if a student can evidence an improved behaviour for learning record and have achieved the required number of Bede points.
- Return to school meeting with student, their parent/carer and a member of the Senior Leadership Team to enable the opportunity for reconciliation
- Curriculum learning will be provided remotely for the duration of the suspension.

8. Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour for learning policy and should the student be allowed to remain in school, could seriously harm the education or welfare of the student or others in the school. A decision to exclude a student permanently is a very serious one and will only be taken where the facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student. There will, however, be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a student for a first or isolated offence. These might include:

- actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon.

The school may inform the police where a criminal offence may have taken place. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In cases where the Headteacher has permanently excluded a student for i) one of the above



offences; or ii) persistent and defiant behaviour including bullying or repeated possession and/or use of an illegal drug on school premises and where the facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body to reinstate the student.

9. Recording of Behaviour issues

Behaviour of students will be documented on the Class Charts' recording system by the member of staff who witnessed and/or responded to it. Through the system, relevant staff will be alerted, and further actions will be taken as necessary and recorded.

10. The use of “reasonable force” in schools and colleges

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard students. The term “reasonable force” covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. This can range from guiding a student to safety by the arm, to more extreme circumstances where a student needs to be restrained to prevent violence or injury. “Reasonable” in these circumstances means “using no more force than is needed”. The use of “reasonable force” will only be used in exceptional circumstances and only then as a last resort.

11. Legislation and Statutory Requirements

11.1 This policy is based on advice from the Department for Education (DfE) on:

- [BEHAVIOUR IN SCHOOLS - ADVICE FOR HEADTEACHERS & SCHOOL STAFF: 2024](#)
- [SEARCHING, SCREENING & CONFISCATION: 2022](#)
- [THE EQUALITY ACT: 2010](#)
- [KEEPING CHILDREN SAFE IN EDUCATION: 2024](#)
- [SUSPENSION & PERMANENT EXCLUSION GUIDANCE: 2024](#)
- [USE OF REASONABLE FORCE IN SCHOOLS: 2015](#)
- [SUPPORTING STUDENTS WITH MEDICAL CONDITIONS AT SCHOOL: 2017](#)

11.2 It is also based on the [SEND CODE OF PRACTICE](#)


11.3 In addition, this policy is based on:


- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
 - [DfE guidance](#) explaining that schools must publish their behaviour policy and anti-bullying strategy online.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy.





Appendix A - The St. Bede's Way


The St Bede's Way
Be respectful to

Yourself 

Others 

Your School 

Your Faith 

 **St Bede's**
Believe all things are possible



Appendix B - St. Bede's Way Pupil Agreement



PUPIL AGREEMENT

Our Mission...

At St Bede's we believe that all things are possible. Our pupils are guided and encouraged to fulfil their **God-given potential** and are inspired to become the **best versions of themselves**; the people that God created them to be. Together, we will learn to understand and live moral lives, based on the gospel values of; **hope, love, forgiveness and compassion**. We believe that every person is made and loved by God, with the potential to grow into the likeness of Christ. Being part of the St Bede's community will be a **journey of faith, discovery and learning** where all pupils are provided with the opportunities to shine.

St. Bede's Standards are essential for the equality, safety and potential of all. Therefore all students are expected to behave in The St. Bede's Way by agreeing to the following standards:

<p>Uniform</p>	<p>I wear my uniform with pride by making sure I have:</p> <ul style="list-style-type: none"> • Blazer on - at all times • Only having school badges on my blazer • Shirt tucked in • Tie full length • Top button fastened • Socks with skirt to the knee (plain white) • Skirt full length (not rolled) • Shoes - not trainers • Other than a watch, no Jewellery (including ear, nose & tongue studs) • No gel nails or nail polish • No make-up or false eyelashes • Coat Hoods - Down in the building • Coats = All one colour (black /navy) with small branding • Coats = No hooded / Zip-Up Tops • Hair is all one natural colour with no extreme cuts • Facial hair neatly groomed • School bag - big enough to fit A4 books and my equipment
<p>Equipment</p>	<p>I understand I must be fully equipped for lessons by having the minimum expectation of:</p> <ul style="list-style-type: none"> • Pen (blue / black) • Pencil • Ruler • Scientific Calculator
<p>At the start of the school day</p>	<p>I understand...</p> <ul style="list-style-type: none"> • I must not use my mobile phone/ear pods once inside the outer school gate • Uniform is corrected on arrival. Non-school uniform coats and jewellery are confiscated. • Between 8.00-8.08am, I will be directed to the lower yard area (between North and South buildings) and canteen. • Between 8.00-8.08am, I will enter the building via the lower DT doors only • Between 8.00-8.08am, I use the toilets in the South building only • I am not allowed in the Atrium area before school • When the school bell rings at 8.08, I must take the direct route to Prep rooms/Period 1 on Tuesday; I should not loiter in any areas. • I follow Corridor Conduct at all times.
<p>In the First Five minutes of lessons</p>	<p>I will...</p> <ul style="list-style-type: none"> • Arrive on time (react promptly to the bell and take the most direct route to class) • Sit down on entry to classroom in my allocated seat • Take out my equipment (Exercise book, lesson resources and stationery) • Complete the entry task in silence • Answer the register with "Yes Sir / Miss" • Say prayers on a Tuesday Period 1 <p>I understand that I am late when my lateness is disrupting the start to the lesson, therefore impacting on the learning of others.</p>
	<p>I set out my work by:</p>

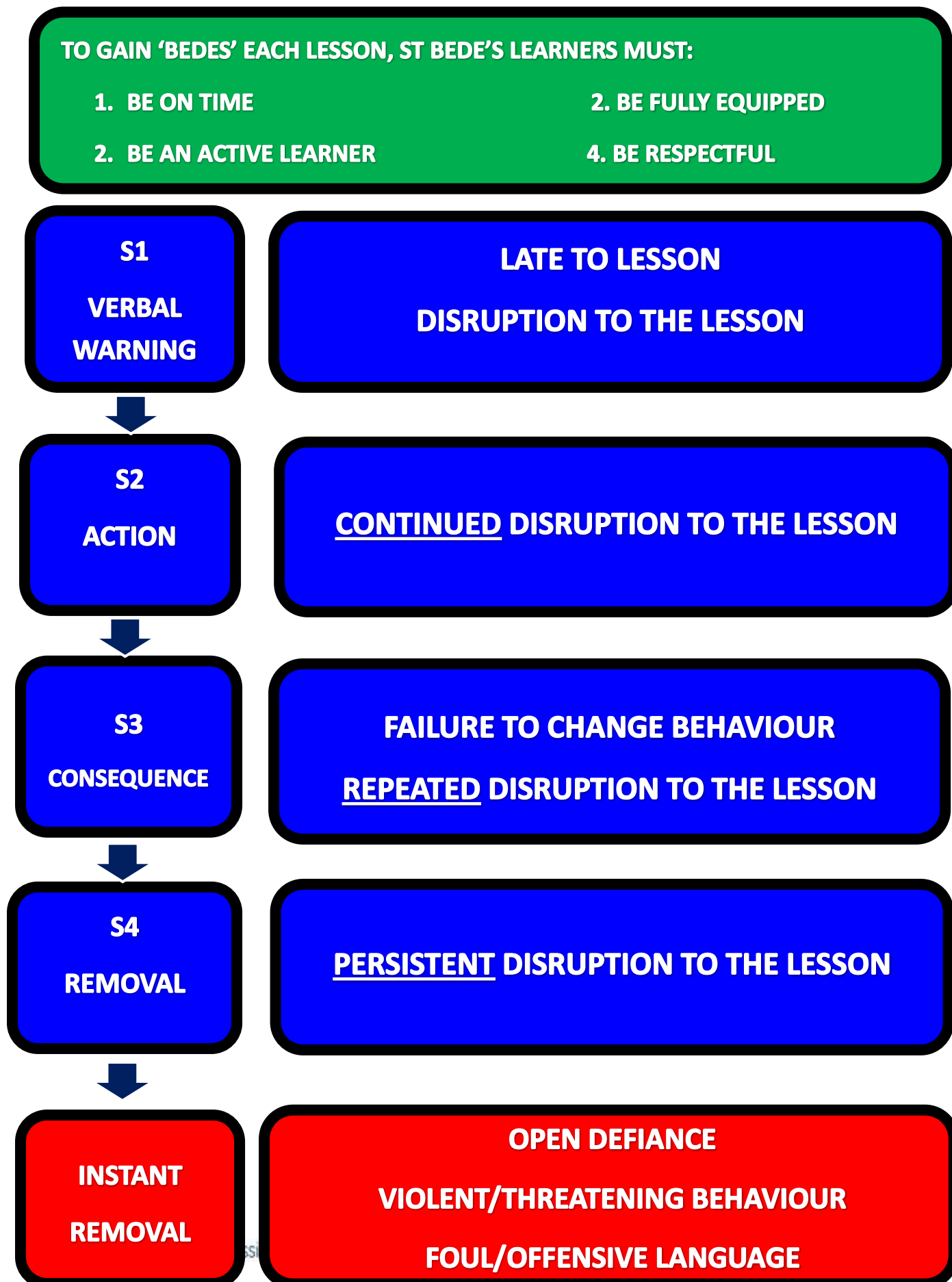


Exercise Book Layout	<ul style="list-style-type: none"> • Writing in my <u>best handwriting</u> at all times • Writing the <u>Date</u> in the <u>Top Right</u> of the page • Writing the date in full in all subjects like this: 25th May 2025 apart from in Maths, where it should be written like this: 25/05/25 • Writing the <u>Title</u> in the <u>Middle</u> of the page - top line • Underlining the Date & Titles using a <u>Ruler</u> • <u>Ruling off</u> at the end of one lesson's work and the beginning of the next
During lesson	<p>I will...</p> <ul style="list-style-type: none"> • <u>S</u>it down at seat as I enter the classroom • <u>T</u>ake my Equipment out • <u>B</u>e Ready to Learn • <u>E</u>xplore my Entry Task in silence • <u>D</u>o my Best • <u>E</u>xpect to be Challenged • <u>S</u>hare my answers, thoughts and ideas
In the Last Five minutes of lessons	<p>I will...</p> <ul style="list-style-type: none"> • Pack away lesson resources • Complete the litter check • Put my chair underneath • Stand behind my chair • Check my uniform • Take part in Prayers / Recall • Wait for my teacher to direct the ordered exit (row by row / bench by bench / line by line)
During social time	<p>BREAK</p> <ul style="list-style-type: none"> • Unless it is poor weather, I go to the top yard and lower yard areas only - outside paths and steps are kept clear • I should only be in the canteen to collect Grab and Go orders from the food hatch • I stand / sit outside in a respectful manner • I dispose of litter in the bins provided • If the weather is poor, the canteen is open and I remain seated unless all seats are taken <p>LUNCH</p> <ul style="list-style-type: none"> • I behave as above • I understand passes are given by staff for lunchtime clubs; entry into the building will not be allowed without this • I am allowed on the AstroTurf on a rota-basis • If the weather is poor, I will be directed to their wet lunch areas • For wet lunch areas, I will fill allocated rooms (as directed by duty staff) and do not move from room to room during this period • I understand eating and drinking is not permitted in classrooms during wet lunch
Speaking and Listening	<p>I will SPEAK in the St. Bede's Way:</p> <ul style="list-style-type: none"> • <u>S</u>IT UP STRAIGHT: Be ready to speak • <u>P</u>ROJECT: Use a loud, clear voice • <u>E</u>YE CONTACT: Look at the speaker • <u>A</u>RTICULATE: Use full sentences • <u>K</u>INDNESS: Talk kindly & respect all
Respect	<p>I will show respect by:</p> <ul style="list-style-type: none"> • Following staff instructions - first time • Using "Sir / Miss" when speaking to any staff member • Saying "Excuse Me" if someone is in their way • Saying "Thank you" when they receive something • Saying "Please" when asking for something • Not speaking when someone else is speaking
At the end of the school day	<ul style="list-style-type: none"> • Once I have left the building when directed by my teacher, I cannot re-enter until after 14.55 to support the exit routine. • I must not use my mobile phone/ear pods until out of outer school gates.

Signed:		Year Group:		Date:	
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Appendix C - Behaviour for Learning Stages (Be Ready to Learn System)



Appendix D - Educational Visits- Behaviour and Code of Conduct

Rationale

At St Bede's we believe that school trips and educational visits are essential to our students' learning. These opportunities are an invaluable way to help pupils interact with their learning and develop their interests, experiences, relationships and skills beyond the school setting in an environment which is safe and relevant to learning.

We provide a diverse range of visits for both educational value and enrichment of our students. As a result of high expected standards, education trips are extremely successful and enjoyable experiences at St Bede's. However, for clarity, we think it is vital for both parents and students to be aware of the behaviour we expect.

In School Behaviour

School trips, outings and tours are a privilege reserved for students who meet minimum standards of behaviour while at school. Students who do not meet minimum standards of behaviour may be refused permission to participate in a school outing. The school reserves the right to refuse or cancel a student's participation in a trip, event or visit according to the following criteria:

- **Behaviour** - The student's previous and current behaviour has given cause for concern and does not match the high standards expected by St Bede's. This includes exclusions, referrals and behaviour points/Bedes.
- **Attendance** - The student's attendance gives cause for concern, excluding extenuating circumstances.
- **Attitude towards learning** - The student's attitude and commitment to the subject is not to a high standard with constantly good attitude towards learning. Pupils must also have a positive attitude towards learning across the school in general.
- **Participation in previous trips** - If pupils have behaved inappropriately on a previous school trip.

Trips are open to all students who meet and exceed the School's expectations with regard to behaviour, attendance and punctuality. A child may also be withdrawn from a trip at any point if there are behavioural issues that are considered to be a health and safety risk, at the school's discretion. Payments/deposits may be lost if a suitable replacement cannot be found.

Representing the school for events

It is important that pupils who are representing the school for any event meet the above in school behaviour standards.

- Pupils who receive an S4/Instant Removal in any subject will not be allowed to represent the school in any event for 1 week.

Pupils will not be allowed to represent the school for events if they;



- Do not meet the in-school behaviour standards above.
- Consistently turn up to lessons without specialised subject kit.
- Have failed to work within the Health & Safety guidelines to participate in this event.
- Behaved inappropriately when previously representing the school.
- Attended a previous event but failed to turn up for or complete the event without legitimate reason.

Trip Code of Conduct

All students taking part in educational visits are representing St Bede's, as well as themselves and as such, the highest standard of behaviour and respect are expected at all times. We hope parents will discuss this code of conduct with their children before giving consent for them to go on a visit.

Code of Conduct Agreement

Students participating in an Educational Visit are also expected to follow the below Code of Conduct. The school's Consequences System will continue to apply where appropriate. The Code of Conduct must be adhered to by all students participating on educational visits.

Acceptance of participation on a school visit implies acceptance by all parents/carers and students of the Code of Conduct as a basic condition of the contract for the trip.

In addition to standard school rules are the following expectations:

- Students remain under the jurisdiction of the staff and must at all times follow instructions/guidance from members of all staff, instructors, and representatives of the place being visited.
- Abide by the laws, rules and regulations of the places visited.
- Be courteous, considerate and respectful to members of the public at all times
- Be punctual - Arrive before the stated meeting times at the correct place.
- When not in school uniform, students should always dress in a manner appropriate to the character of the visit. Staff will inform students of the most suitable type of clothing and any specific clothing requirements.
- Accept full responsibility for your own possessions. It is advised that, wherever possible, pupils should not take valuable items on a school trip. The property of others must also be respected at all times.
- Pay attention to all briefings/details provided by members of staff, instructors, or representatives of the place being visited.
- On all minibuses/coaches' students must always remain seated with your seatbelt on and in place when the vehicle is in motion. Vehicles must be kept tidy. The instructions and requirements of the coach company and its driver(s) are to be respected.
- Respect the environment (e.g. not dropping litter).
- Communicate any safeguarding and wellbeing concerns and any hazards that may cause harm to a member of staff immediately.
- Be in groups of not less than three students if granted indirect supervision.



- If your child has any electronic devices such as phones and/or headphones these are not permitted to be used during the trip unless otherwise specified.
- On residential visits, do not enter sleeping areas of any other room other than your own at any time.
- At all residential venues, students must always be considerate of other guests. Students are expected to maintain their accommodation in a reasonable state and to leave it in an acceptable condition.

When a student is on a school trip or visit, the student is representing the school and themselves. Therefore, they must do nothing that will bring the school or themselves into disrepute. A breach of the code of conduct or the normal rules of acceptable behaviour may result in the student being returned home at the expense of the parents/carers. The school reserves the right to withdraw any student from a school trip or visit that does not meet the expectations outlined above. Payments/deposits may be lost if a suitable replacement cannot be found.



Appendix E - Consequence Escalation Process (Internal and External)

1	2	3	4	5
Removal	Reflection	Internal	External	Permanent
		Suspension	Suspension	Exclusion

Removals - removals from class for disruption to teaching and learning

- Minus 4 Bede points (via Class Charts)
- Referral to Curriculum Leadership Team and/or Reflection Room
- Parent/Carer notified via Class Charts - Parent Profile
- After school detention
- Failure to accept or attend detention escalated in the following way:



Reflection - incidents/behaviours that require a student to be out of circulation for 1 day but do not warrant an internal suspension. E.g. 2 x removals in a day

- Minus Bede points
- School work to be completed in the Reflection Room
- Parent contacted by Head of Year

Internal Suspension - incidents/behaviours that require a more serious sanction

- Minus Bede points
- School work to be completed in the Internal Suspension Room (Headteacher's Office)
- Parent contacted by Assistant Headteacher
- Internal Suspension letter
- Reconciliation meeting with student and Head of Year

External Suspension - serious incidents/behaviours. Persistent incidents/behaviours. Refusal to accept Internal Suspension.

- Minus Bede points
- Student to remain at home during school hours
- Remote learning provided via Class Charts
- External suspension letter
- Return to school meeting with Assistant Headteacher, Parent/Carer and student
- Return to school meeting with Deputy Headteacher on 3rd occasion
- Return to school meeting with Headteacher on 4th occasion

Permanent Exclusion - persistent or extreme/exceptional circumstances

- Parent/carers contacted by Headteacher



Policies linked with this Anti-Bullying Policy

- Safeguarding Children and Child Protection Policy
- Anti-Bullying Policy
- Smoking and Vaping Policy
- Attendance Policy
- Home-School Agreement Policy
- Mobile Phone Policy
- Personal Study Policy
- Relationships and Sex Education Policy
- SEN & Inclusion Policy
- Uniform and Appearance Policy

